Jubilee Academy Mossley

Accessibility Plan 2023/24

Review Date: September 2024

Improving Education Together.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Preparation for entry into academy. (*Admissions Policy- within the resources of the Academy, Academy Prospectus and pupil information pack))*	√			
Grouping of pupils (*by year group and differentiated lesson plans in place plus individual support e.g. accelerated reader for catch up)*	√			
Homework policy and practice (**policy in place)**		√		
Academy discipline and sanctions *(reference Behaviour Policy)*	√			
Exclusion procedures (*reference Exclusions Policy.)*	√			
Academy clubs and activities (*full access as relevant also reference e.g. Off Site Visits Policy)*	√			
Academy trips, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment? (**trips policy and risk assessments)**	√			
The academy's arrangements for working with other agencies	√			
Academy policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	√			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled pupils.	√			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils	√			
Pupils who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers.	√			
Pathways around the academy site and parking arrangements are safe, routes logical and well signed.	√			
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components.		√		
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.			√	
The décor or signage is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.		√		

Physical access continued	Completed	In Progress	Under discussion	Not yet addressed
All areas to which pupils should have access are well lit.	√			
Steps have been made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment.				√
There is ease of access to all academy facilities.	√			
Activities to support the curriculum, (e.g. drama group visiting academy) have appropriate risk assessments in place to ensure equality of access.	√			
Sports activities are available to all.	√			
The academy has in place emergency procedures which takes into account the needs of all pupils.		√		

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all pupils to achieve.	√			
Teachers and teaching assistants have the necessary training to teach and support disabled pupils.	√			
All lessons are responsive to pupil diversity.	√			
Lessons involve work to be done by individuals, pairs, groups and the whole Class.	√			
All pupils are encouraged to take part in music, drama and physical activities.	√			
Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.	√			
The academy provides access to computer technology appropriate for students with disabilities.	√			
Classroom organization allows for the needs of all pupils.	√			
Timetable design takes note of any pupil who may have a disability or a special educational need.	√			
All pupils are given consideration for assessment and exam arrangements.	√			
All pupils are prepared for the next phase of education.	√			
Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading.	√			
Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	√			

There are high expectations of all pupils.	√			
Staff seek to remove all barriers to learning and participation. **(reference *Equal Opportunities Policy)*	√			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.		√		
The academy can produce written information in different formats (as required)		√		
Staff are familiar with technology and practices developed to assist people with disabilities.	√			
All staff, pupils and parents have access to information.	√			

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	Liaise with admin staff to ensure that new starters with disabilities are identified and that all access areas are looked at with the SENCo. Ensure all visitors, staff and pupils have equal and safe access to areas of the academy with a clear focus on visual and auditory needs Continue to update key areas where signage needs to be updated for visitors with disabilities, visual impairments, autism or epilepsy. Identify areas where noise reductions could be made to support pupils, staff and visitors with hearing impairments Continue to up date staff on evacuation procedures for visitors and pupils with disabilities or impairments using PEEPs as required.
Curriculum Access	No areas of need – SLT monitor on a regular basis. To continue to ensure the curriculum is adapted when areas for development are identified in particular around supporting learning through the use if ICT
Information Access	Ensure information presented to all stakeholders is accessible - liaise with admin staff. Further support staff with training on technology and practices developed to assist people with disabilities. Staff to take ownership of children/parents' needs within their own classes. To provide information in all formats to promote full inclusion including dual language.

Access Plan - Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Ensure all visitors, staff and pupils have equal and safe access to areas of the academy.	SENCO to speak to admin staff to ensure that they are aware of possible barriers to access.	Visitors are able to access all areas of the school building. Pupils are fully included in all areas.	Ongoing, as new visitors/pupils visit the academy.	Admin Staff SLT All staff	Visitors are happy to take part in academy activities. Visitors can access all areas of the academy.
	Identify pupils who have a disability prior to entry to the academy.	Admin staff to ensure all information gathering is completed and shared.	All stakeholders are aware of the needs of individuals- adaptations can be made involving all parties.	Ongoing as pupils and visitors with needs arrive.	Admin staff SLT All staff	Pupils feel fully included in academy life and have access to all areas of the academy and curriculum.
	Complete a risk assessment for pupils with physical disabilities upon entry to the school.	Meeting to be arranged with parents/carers and SENCO prior to start date.	Pupils are well catered for and their needs can be met safely and competently.	Ongoing	SENCO Parents/carers	All pupils can access all areas of the academy safely.

Medium Term	Enable access to all pupils with disabilities to all areas of the academy and the curriculum.	Ensure all information is shared with staff and additional resources put in place if needed.	Pupils will take part in more activities in and around school.	Ongoing	All staff- monitored by SLT	Full inclusion within the academy.
Long Term	Ensure all visitors, staff and pupils have equal and safe access to areas of the academy.	Liaise with admin staff to ensure that new starters with disabilities are identified and that all access areas are looked at with the SENCo.	Concerns are identified quickly and actioned. All staff aware of access within their own area of responsibility.	Ongoing	All staff – monitored by SLT	Reduced anxiety for all visitors to the school and staff. All adults aware of their role in ensuring safe access.

Access Plan - Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	All children accessing the curriculum at their level on a daily basis.	Key stage leads to monitor engagement and progress. SENCO and Principal to discuss fortnightly and identify areas of concern.	All pupils making progress.	Half-termly monitoring	SLT Curriculum Leads	Progress is evident across the curriculum. Children are happy in school and talk about their work.
Medium Term	Curriculum adapted when areas for development are identified.	Half-termly planning meeting for all staff – looking at the curriculum.	Curriculum continues to be appropriate for all learners.	Ongoing – monitored half termly.	SLT	Children are showing progress. Curriculum changes are relevant and having an impact.
Long Term	Work with partner schools as part of our Centre of Excellence for Inclusion.	Cluster meetings with IQM schools. Liaise with IQM assessor	Continue to hold high standards of inclusion.	On-going. Links now made.	SLT – SENCO as lead.	Maintain IQM Centre of Excellence. Working successfully with other IQM schools.

Access Plan - Information Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	To provide information in all formats to promote full inclusion.	SENCO to liaise with outside agencies for support. SENCO to liaise with ATT – other schools may have expertise.	All pupils and parents can access information.	Ongoing as new identified needs emerge.	SLT	All parents can access all school information- including policies. All pupil can access information.
Medium Term	Staff taking ownership of children/parents' needs within their own classes.	SENCO to lead PDM for staff around supporting sharing of information in different formats. Training for key priorities	Staff take ownership of their classes and areas of responsibility. Pupils happy to share with staff. Two-way relationship built up with parents.	Ongoing as new needs arise.	SENCO SLT Class Teachers	Staff more confident in their own areas. Parents engaging more with staff